



Fork Shoals Elementary

916 Pelzer Rd.

Pelzer, South Carolina

Grades	K-5 Elementary School	
Enrollment	763 Students	
Principal	Christopher Ross	864-355-5000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

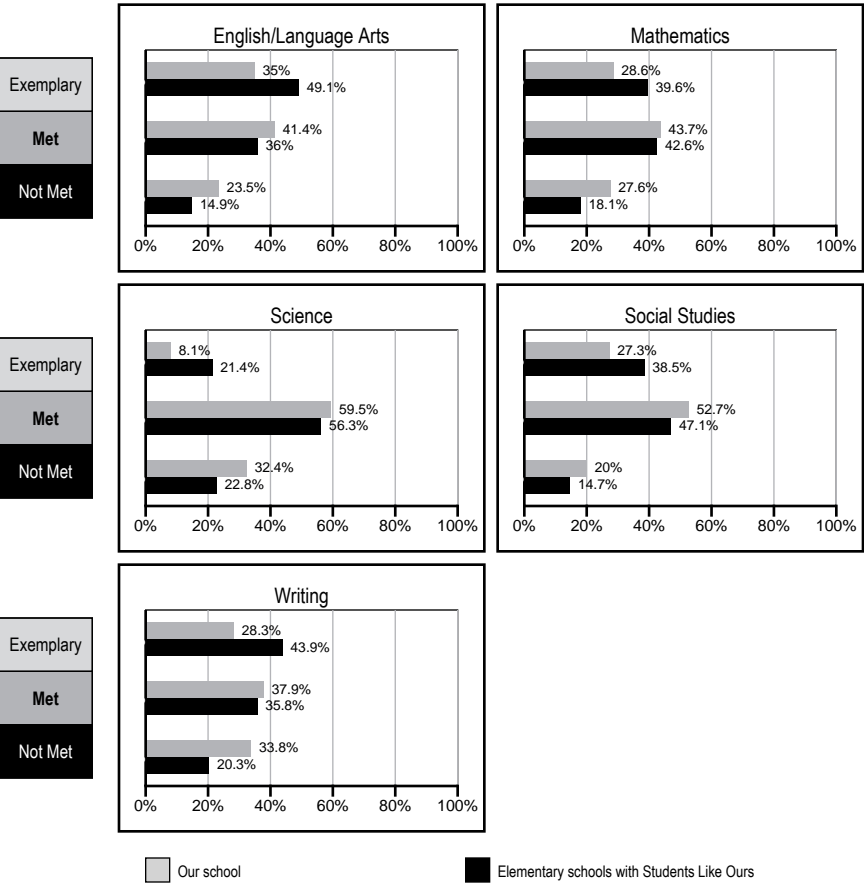
94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	23	10	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=763)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 3.6%	1.4%	1.9%
Attendance rate	96.2%	Up from 96.1%	96.6%	96.3%
Eligible for gifted and talented	13.4%	Down from 15.9%	17.4%	10.0%
With disabilities other than speech	8.6%	Up from 8.4%	7.3%	7.7%
Older than usual for grade	0.3%	Down from 0.6%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	51.1%	Down from 60.0%	61.1%	59.4%
Continuing contract teachers	78.7%	Down from 80.0%	83.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.0%	Up from 82.4%	86.0%	85.9%
Teacher attendance rate	94.9%	Down from 95.7%	95.2%	95.1%
Average teacher salary*	\$43,578	Up 2.4%	\$48,083	\$47,149
Professional development days/teacher	9.1 days	Down from 14.0 days	10.4 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.8 to 1	19.8 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 90.1%	90.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,825	Down 0.2%	\$6,617	\$7,458
Percent of expenditures for instruction**	68.7%	Down from 71.4%	70.6%	68.8%
Percent of expenditures for teacher salaries**	63.3%	Down from 69.2%	64.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Fork Shoals School is an International Baccalaureate (IB) School that educates the whole child through a collaborative effort of home, school, and community. Student inquiry is the core of our philosophy, where the children take hold of their learning to gain knowledge. Our School Improvement Council, Parent Teacher Association, and Fork Shoals faculty strive to provide academic rigor, as well as develop our children in to responsible citizens.

Fork Shoals Schools has three goals to work toward in the upcoming years. We will raise the academic challenge and performance of each student in math as measured by the Measures of Academic Progress Test. We will raise the academic challenge and performance of each student in reading, and we will provide a school environment supportive of learning as measured by parents, teachers, and students on the state report card survey. Our goals are directly related to the district wide emphasis on raising the academic challenge and performance for each student. We will measure these goals by analyzing student work and test scores, as well as parent, student, and teacher survey data.

Fork Shoals School has been an authorized International Baccalaureate School since 2005. The school implements the Primary Years Programme (PYP) through inquiry-based instruction. Our mission is to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen.

All of our students receive Spanish instruction weekly, with 3rd-5th graders engaging in daily immersion lessons. Our school's focus for the upcoming year is on improving assessment and for our students to be able to apply their knowledge in real world experiences.

Technology continues to be an integral part of the curriculum. Fork Shoals School has three rolling laptop labs used for research within the classroom. A full computer lab is equipped with 28 student computers, an LCD projector, and an interactive board. Interactive whiteboards are located in all Kindergarten through 5th grade classrooms. The interactive boards are used daily as part of classroom instruction. The school also has reading and math software to enhance learning. This software is used for whole group instruction as well as individualized support. Fork Shoals School participates in distance education programs as well. Our students have interacted with zoologists from the Bronx Zoo and curators at the Smithsonian Museum. Technology will remain at the forefront of our school's development.

Fork Shoals School is a unique school, combining high academic expectations with problem-solving skills, while also developing more culturally aware, educationally empowered students. The school is progressing and will continue to progress toward providing our students with a world-class education.

Stacy Hall, SIC Chair
Christopher Ross, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	125	85
Percent satisfied with learning environment	100.0%	81.6%	92.9%
Percent satisfied with social and physical environment	100.0%	84.0%	92.8%
Percent satisfied with school-home relations	100.0%	89.6%	91.5%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	413	100	23.5	41.4	35	86.7	84	82.8	Yes	Yes
Gender										
Male	211	100	32.7	40.3	27	80.6	80.8	79.3	N/A	N/A
Female	202	100	14.4	42.6	43.1	92.8	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	323	100	20.8	39.6	39.6	88.8	89.5	89.5	Yes	Yes
African American	61	100	39.3	46.4	14.3	73.2	72.7	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	21	100	21.4	57.1	21.4	92.9	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	62	100	65.5	31	3.4	55.2	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	31.3	62.5	6.3	87.5	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	160	100	37.2	42.1	20.7	76.6	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	413	100	27.6	43.7	28.6	82.1	80.9	78.9	Yes	Yes
Gender										
Male	211	100	29.6	44.4	26	80.6	79.6	77	N/A	N/A
Female	202	100	25.6	43.1	31.3	83.6	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	323	100	24.3	43.1	32.6	85	87	87.2	Yes	Yes
African American	61	100	50	41.1	8.9	64.3	66.3	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	21	100	7.1	71.4	21.4	92.9	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	62	100	72.4	25.9	1.7	50	48.1	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	N/AV	N/AV	N/AV	81.3	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	160	100	37.2	44.8	17.9	78.6	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	274	100	32.7	59.2	8.1	67.3	71.3	67.5
Gender								
Male	140	100	36.4	55	8.5	63.6	70.8	67
Female	134	100	29	63.4	7.6	71	71.8	68
Racial/Ethnic Group								
White	211	100	27.1	63.1	9.9	72.9	79.5	79.5
African American	42	100	N/AV	N/AV	N/AV	39.5	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	14	100	N/AV	N/AV	N/AV	58.3	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	39	100	N/AV	N/AV	N/AV	48.6	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	50	60.4	59.6
Socio-Economic Status								
Subsided meals	106	100	41.7	56.3	2.1	58.3	57.5	55.1

Social Studies

All Students	273	100	20	52.7	27.3	80	75.7	72.3
Gender								
Male	136	100	20.5	51.2	28.3	79.5	75.1	71.5
Female	137	100	19.5	54.1	26.3	80.5	76.3	73.2
Racial/Ethnic Group								
White	213	100	18.3	51.9	29.8	81.7	81.7	80.7
African American	41	100	31.6	50	18.4	68.4	61.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	16	100	18.2	72.7	9.1	81.8	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	40	100	38.9	52.8	8.3	61.1	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	14	100	36.4	54.5	9.1	63.6	69	67.9
Socio-Economic Status								
Subsided meals	107	100	32.3	56.3	11.5	67.7	63.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	409	100	33.8	37.9	28.3	66.2	72.9	70.2	96.2	96.5
Gender										
Male	207	100	43.5	34.5	22	56.5	66.4	63.2	96.4	96.4
Female	202	100	24	41.3	34.7	76	79.7	77.5	96	96.5
Racial/Ethnic Group										
White	323	100	28.8	38.3	32.9	71.2	80.5	79.1	96.1	96.3
African American	59	100	58.6	32.8	8.6	41.4	57.1	57.6	97.2	96.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.3	86.2	96.3	97.6
Hispanic	19	100	42.9	50	7.1	57.1	61.3	62.6	95.8	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	61	100	N/AV	N/AV	N/AV	20.7	28.4	26.1	95.7	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	21	100	52.9	29.4	17.6	47.1	60.5	61.2	96.1	97.2
Socio-Economic Status										
Subsidized meals	156	100	52.3	26.8	20.8	47.7	58.8	58.9	95.4	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	145	100	20	36.3	43.7	80
	4	134	100	25	44.5	30.5	75
	5	134	100	25.8	43.8	30.5	74.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	145	100	28.1	38.5	33.3	71.9
	4	134	100	21.1	50.8	28.1	78.9
	5	134	100	33.6	42.2	24.2	66.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	73	100	26.9	58.2	14.9	73.1
	4	134	100	34.4	58.6	7	65.6
	5	67	100	35.4	61.5	3.1	64.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	72	100	16.2	50	33.8	83.8
	4	134	100	18.8	57	24.2	81.3
	5	67	100	26.6	46.9	26.6	73.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	140	100	29.6	37	33.3	70.4
	4	133	100	34.6	44.6	20.8	65.4
	5	136	100	37.4	32.1	30.5	62.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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